



"JOB SATISFACTION AND TEACHER EFFECTIVENESS OF SPECIAL TEACHERS WORKING IN SPECIAL AND INCLUSIVE SCHOOLS"

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ABSTRACT

The relationship between satisfaction in profession and outcome in teaching among educators of students with disabilities in both special and inclusive schools is a critical area of study, as it directly impacts the quality of education provided to learners with disabilities. Unless a part of the teacher is transferred to the learner in the process it may be presumed that learning has not happened eventually. This paper gives an overview of how the two factors of self satisfaction in job and performance of learners communicate with each other and decide the future of students with disabilities.

KEYWORDS: Job Satisfaction, Special Schools, Inclusive Schools, Quality of Education

1. SATISFACTION IN THE PROFESSION

Teachers' job satisfaction, occupational commitment, self-efficacy and change in level of motivation are often described as being important to teacher behaviour (cf. Ashton and Webb 1986; Firestone 1996; Toh et al. 2006; Watt and Richardson 2008), and they represent a personal perspective on how teachers view themselves as professionals in their work. This is nothing but an impression of teachers' perceptions of their own professional identity.

Satisfaction in the profession or job satisfaction among educators can be influenced by various factors, including: work atmosphere, professional growth and development, workload and stress, recognition and reinforcements.

Work atmosphere: Supportive administration, adequate resources, and a positive school culture contribute to higher job satisfaction (Zhenjing, et.al. 2022). Work environment and culture are both important aspects of a workplace that can influence employee satisfaction, productivity, and total organizational success. Improved team work can boost the morale of teachers, reduce stress, attract positivity, retain talent, enhance creativity and hence increase productivity. For example relaxation from strict time tables. Teachers could be given meaningful breaks where they would be free to interact with each other.

Teachers should be respected. Global Teacher Status Index (GTSI) 2018 report says average respect ranking for a teacher across 35 countries was 7th among 14 professions. In the majority of countries people judged the social status of teachers to be most similar to social workers. The second closest status association was to librarians. In China and Malaysia teachers were compared to doctors. The fact that teachers are the builders of the nation should not be taken just as a saying. It should be brought into practise in everyday life. Only then it will be transferred to the next generation effectively.

- **Professional growth and Development:** Opportunities for training and skill enhancement help educators feel competent and valued. Professional development for teachers is a continuous learning process of learning, reflection, and action that helps educators improve their skills and knowledge to be more effective in the classroom (Ventista, et.al.2023). Some of the components that can be incorporated by professionals in the teaching process may be:
 - Keeping oneself updated with best practices existing in nearby institutions
 - Adapting to need based provision in the field be it in terms of guidance, counseling, change in student, family, and societal needs (NCERT, 2015).
 - Being well read and informed about policies and guidelines of authority related to the work of educators.
 - Evolving with changing times with respect to professional responsibilities, such as the use of technology in the classroom (Hargreaves, 2001).
 - Focus on universal design of learning.

Some instances of professional development for teachers include:

- Attending workshops, conferences, or seminars/webinars
- Participating in Faculty Development Programs(FDPs)
- Teaching themselves new skills through Massive Open Online Courses(MOOCs)
- Applying new practices and current methods both from abroad and within the country especially in the states and Union Territories

Some professional development goals for teachers include:

- Incorporating technology into the classroom under surveillance
- Developing inclusive teaching values and practices
- Enhancing student engagement through hands on learning

- Integrating collaborative and co-teaching methods
- Building partnerships with parents and community
- Focus on skill development

Workload and Stress: Managing diverse needs of learners on a daily basis may lead to stress. Documentation and reporting through paperwork, lack of support can lead to burnout affecting job satisfaction. According to a study, 55% of teachers' today struggle with the challenge of completion of regular tasks on account of work related tension. "Teachers are imposed to job related stress in comparison to other professionals", National Foundation for Educational Research (NFER). This is very much against the popular belief that teaching profession is the ultimate easy thing to do. Online teaching has only added to their woes. "The extra holidays like winter and summer vacation that we were entitled to earlier are replaced by online teaching. This is very stressfull. We are able to spare time neither to family nor to ourselves. This has made our lives more difficult", says a teacher teaching in a private school here at Dehradun. This seems to be never ending only some change at the policy level can rescue us from this situation.

Acknowledgements and Recognition: Acknowledgment of efforts through reinforcements both in terms of emotional support and financial incentives, plays an important role in job satisfaction. Who does not aspire for recognition? It is very human. "Our work suffers when our efforts are not acknowledged or even not noticed for that matter", says a teacher in the primary section.

2. TEACHER EFFECTIVENESS

Teaching may not be taken as a profession. There are numerous examples of teachers who were passionate about their job. We all remember that English teacher in school whom we credit our command on the language. Same goes to teachers of other subjects. A good teacher always teaches from the heart and not from the brain. Teacher effectiveness is at times measured by the ability to deliver quality education, meet student learning outcomes, and facilitate a positive learning atmosphere. These features may be achieved if and only if the earlier is brought into practice. Special education demands the same passion in educators. Factors influencing effectiveness may include:

- Skills:** The element that separates special education from education is the medium of delivering or instruction. Special educators or any teacher for that matter must be well-trained in special education techniques, including individualized and one to one instruction and behaviour and attitude modification (NCERT, 2006).
- Adaptability:** The ability to modify teaching strategies to meet the ever evolving needs of students in special and inclusive learning environments.
- Collaboration:** Working effectively with other teachers by building a healthy rapport, harmonious relationship with authorities, support staff, and parents is essential for the overall development of students.

3. INTERRELATIONSHIP BETWEEN JOB SATISFACTION AND TEACHER EFFECTIVENESS

- Impactful Correlation:** High job satisfaction generally is directly proportional to greater teacher effectiveness. When educators are satisfied with their work, they are more likely to be inspired, motivated, committed, and creative in their teaching, resulting to better learning outcomes of students.
- Impact on Student performance:** In both special and inclusive settings, effective teachers can create more engaging and supportive learning environments, which are crucial for the success of students with disabilities.
- Retention as a Pre-requisite of Continuity:** We find that family issues are of greatest concern to all teachers, and that leavers place much more emphasis on time they are able to spend with their families (Kersaint, Lewis, Potter & Meisals, 2007). Satisfied educators with adequate family strength promote retention of learners and hence are more likely to stay in their positions, provide continuity in education, which is an essential component in special education where consistency is requisite to student progress.

4. BARRIERS IN SPECIAL AND INCLUSIVE SCHOOLS

- Inclusive Schools:** Special teachers in inclusive classrooms may face associated challenges such as larger strength, constrained resources, and the need to cater to the needs of students with and without disabilities simultaneously, which can affect both job satisfaction and effectiveness. Building harmonious relationships with co-teachers, authorities and attitudes of parents may be a few more challenges that special teachers face in the field.
- Special Schools:** On the other hand special school settings may offer more need based resources that may enhance the skill of educators but they may face some kind of isolation that could be distressing, a lack of professional growth opportunities, impacting work satisfaction and, subsequently, their effectiveness in job. Students with disabilities earlier were admitted to special schools set up by their parents.
- Support Systems:** Providing strong support systems at the administrative levels, freedom of creativity and smart work, collaboration among colleagues, can strengthen the bond between both job satisfaction and effectiveness. A study conducted in the year 2006 by Sharma R. D. & Jeevan Jyoti IIM Bangalore on the Job Satisfaction among school teachers revealed that aspects like support system at the administrative level played a role in job satisfaction. The sample of this study comprised 120 school teachers working in government and private schools in Jammu city. The questionnaire covered six aspects of the job: principal's behaviour, society and colleagues' behaviour, work itself, pay and rewards, growth opportunities and recognition, and students' behaviour and others. The analysis revealed that. The degree of job satisfaction secured by teachers is not high and the reason lies in insufficient pay. Secondary level teachers are more satisfied than primary level teachers. Contrary to expectation, private school teachers are more satisfied than government school teachers despite the poor pay package, due to the congenial atmosphere

in the private schools. Female teachers are more satisfied due to the nature of the job and the socio-cultural value of the profession. The level of education inversely affects the pay satisfaction of the employees working at the same level. Satisfaction with teaching as a career, not merely as a job, is an important policy issue since it is associated with teacher effectiveness, which ultimately affects student achievement. There is a pressing need for effective teacher professional development opportunities and other structures, to provide quality education (Taneja-Johansson, & Singal, 2021).

5. RECOMMENDATIONS FOR JOB SATISFACTION AND EFFECTIVENESS

- Professional growth and Development: Continuous training in rehabilitation education in both special schooling techniques and incorporating inclusive practices can help educators feel more eased at work and hence become competent and effective.
- Work may not be a load: Schools should strive to balance workloads and provide sufficient resources, such as lab assistants or assistant teachers, to prevent and stress burnout. Frequent outreach programs could be arranged for distressing.
- Providing Growth Opportunities: Recognizing the unique barriers and challenges of special teachers in workplace and providing opportunities for career development can improve job satisfaction and effectiveness.

6. Conclusion

For summarising, job satisfaction and teacher effectiveness are deeply interconnected, especially in the context of special education. Institutions that prioritize the well-being and professional growth of special teachers are likely to see better educational and learning outcomes for students with disabilities. Teachers may not be burdened with excessive official or administrative work. This is seen as one of the basic reason of dissatisfaction at work. They may be given the freedom to think freely which may in turn help them know their students and execute their lessons accordingly, through proper planning.

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